

CTC Standards	Key CTC Program Standard Elements	Applicable CACREP Standards	CACREP Standards Language that Documents Comparability with CTC Standard
PROGRAM STANDARD 1: PROGRAM DESIGN, RATIONALE, COLLABORATION, COMMUNICATION AND PARTNERSHIPS	<p>Pupil Personnel Services School Counseling program design is informed by theory, research, and principles of pupil learning theory to prepare candidates to implement a comprehensive data informed student support system at all levels of public schools. (CACREP 2.3.b)</p> <p>The program offers candidates a program that is consistent with the Common Principles, Values and Goals of Pupil Personnel Service Programs.</p> <p>Programs will support candidate development by providing each candidate multiple opportunities to address the depth and breadth areas of school counseling focus including equity, access, diversity, advocacy, social justice, and global citizenship, development of academic, college and career, and social emotional domains within a comprehensive school counseling program. (CACREP 2.2 &amp; 5G.3)</p> <p>Programs are required to evaluate professional dispositions throughout a candidate's tenure including at the program entry, prior to field experience, and program completion. (CACREP 4[G])</p> <p>The program objectives            (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society (CACREP 2.B.[1]-2.B.[4])            (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former candidates, and personnel in cooperating agencies. (CACREP 2.B.[1]-2.B.[4])            (3) address candidate learning and written evaluations (CACREP 2.B.[1]-2.B.[4] &amp; 4[F])            (4) include a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences that are designed to engage candidates in developing knowledge, skills, and dispositions to advance academic, social/emotional, and career/transitional learning of students in the Pre-K-12 school system. (CACREP 5G[b], 5G[e])</p> <p>Programs will establish one or more partnerships that contribute substantially to the design, implementation, quality, and effectiveness of the program. (CACREP 2 B.2)</p> <p>Partners, such as advisory committees, districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate at least twice each year. (CACREP 2.B.2)</p> <p>Program design embeds ethical practices, district policies, and state and local laws within coursework and field experiences. (CACREP 2.F.[i])</p> <p>The program is to be delivered by qualified faculty, CACREP 1.[W] &amp; 1.[X]) and include coursework and supervised field experiences that are designed to engage candidates in learning activities that require the ability to apply developmentally appropriate prevention and intervention practices necessary for the preparation of highly competent school counselors. (CACREP 2.5[j] &amp; 3.H.[3] &amp; 3.L.[l])</p>	<p>SECTION 1: THE LEARNING ENVIRONMENT</p> <p>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>SECTION 3: PROFESSIONAL PRACTICE</p>	<p><b>SECTION 1: THE LEARNING ENVIRONMENT: FACULTY AND STAFF</b>            W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.            X. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: FOUNDATION:</b>            B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (1) PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE:</b>            i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM (5) COUNSELING AND HELPING RELATIONSHIPS</b>            j. evidence-based counseling strategies and techniques for prevention and intervention</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: PRACTICUM</b>            H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: INTERNSHIP</b>            L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: SUPERVISOR QUALIFICATIONS</b>            Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.            R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p>

		SECTION 4: EVALUATION IN THE PROGRAM	<p>SECTION 4: EVALUATION IN THE PROGRAM: ASSESSMENT OF STUDENTS</p> <p>F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.</p> <p>G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.</p>
		SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: SCHOOL COUNSELING	<p><b>SECTION 5G: SCHOOL COUNSELING</b></p> <p>Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.</p> <p><b>SECTION 5G: SCHOOL COUNSELING: FOUNDATIONS</b></p> <ul style="list-style-type: none"> <li>b. models of school counseling programs</li> <li>c. models of P-12 comprehensive career development</li> <li>d. models of school-based collaboration and consultation</li> <li>e. assessments specific to P-12 education</li> </ul> <p><b>SECTION 5G: SCHOOL COUNSELING: PRACTICE</b></p> <ul style="list-style-type: none"> <li>a. development of school counseling program mission statements and objectives</li> <li>b. design and evaluation of school counseling programs (CTC Prog. Std. 1 [a])</li> <li>c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</li> <li>d. interventions to promote academic development</li> <li>e. use of developmentally appropriate career counseling interventions and assessments</li> <li>f. techniques of personal/social counseling in school settings</li> <li>g. strategies to facilitate school and postsecondary transitions</li> <li>h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</li> <li>i. approaches to increase promotion and graduation rates</li> <li>j. interventions to promote college and career readiness</li> <li>k. strategies to promote equity in student achievement and college access</li> <li>l. techniques to foster collaboration and teamwork within schools</li> <li>m. strategies for implementing and coordinating peer intervention programs</li> <li>n. use of accountability data to inform decision making</li> <li>o. use of data to advocate for programs and students</li> </ul>

<p><b>PROGRAM STANDARD 2: PREPARING CANDIDATES TO MASTER THE SCHOOL COUNSELOR PERFORMANCE EXPECTATIONS (SCPEs)</b></p>	<p>The School Counselor Performance Expectations (SPCEs) describe the set of professional knowledge, skills, and abilities expected of a beginning level practitioner to effectively lead a school counseling program for all students in an educational setting. (CACREP 3[C])</p> <p>The program’s organized coursework and field experience provide multiple opportunities for candidates to learn, apply, and reflect on each School Counselor Performance Expectation (SCPE). (CACREP 3[C], 3[D])</p> <p>As candidates progress through the program, pedagogical and andragogical assignments are increasingly complex and challenging.</p> <p>The scope of the pedagogical and andragogical assignments address</p> <ul style="list-style-type: none"> <li>(a) the SCPEs as they apply to the areas to be authorized by this credential</li> <li>(b) program-based assessments</li> </ul> <p>As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates’ performance in relation to the SCPEs and provide formative and summative and timely performance feedback regarding candidates’ progress toward mastering the SCPEs. (CACREP 3[Q], 3[R], 4[B] &amp; 4[F])</p>	<p><b>SECTION 3: PROFESSIONAL PRACTICE</b></p> <p>Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: ENTRY-LEVEL PROFESSIONAL PRACTICE</b></p> <p>C. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.</p> <p>D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: SUPERVISOR QUALIFICATIONS</b></p> <p>Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.</p> <p>R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM: EVALUATION OF THE PROGRAM</b></p> <p>B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM: ASSESSMENT OF STUDENTS</b></p> <p>F. The counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.</p>	<p><b>SECTION 3: PROFESSIONAL PRACTICE</b></p> <p>Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: ENTRY-LEVEL PROFESSIONAL PRACTICE</b></p> <p>C. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.</p> <p>D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: SUPERVISOR QUALIFICATIONS</b></p> <p>Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.</p> <p>R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM: EVALUATION OF THE PROGRAM</b></p> <p>B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM: ASSESSMENT OF STUDENTS</b></p> <p>F. The counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.</p>
<p><b>PROGRAM STANDARD 3: MONITORING, SUPPORTING, AND ASSESSING CANDIDATE PROGRESS TOWARD MEETING CREDENTIAL REQUIREMENTS</b></p>	<p>Faculty, program supervisors, and district-employed supervisors monitor and support each candidate toward mastering SCPEs. (CACREP 3[R])</p> <p>The program uses evidence-based assessment instruments (CACREP 4[F]) to guide and support candidates to understand and address areas for personal and academic improvement (CACREP 2[C], 4[F] &amp; 4[G]) and to help candidates progress towards mastery of the performance expectations necessary to perform as highly skilled school counselors. (CACREP 4[F] &amp; 4[G])</p> <p>Qualified faculty members are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. (CACREP 1[P]) &amp; 1[DD])</p>	<p><b>SECTION 1: THE LEARNING ENVIRONMENT</b></p>	<p><b>SECTION 1: THE LEARNING ENVIRONMENT: THE ACADEMIC UNIT</b></p> <p>O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession’s ethical codes and standards of practice.</p> <p>P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.</p> <p><b>SECTION 1: THE LEARNING ENVIRONMENT: FACULTY AND STAFF</b></p> <p>DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.</p>

	<p>The program provides support and assistance to candidates (f) retains candidates who are suited for entry into or advancement as school counselors. (CACREP 1[O] &amp; 4[H])</p> <p>The school counseling program provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences. (CACREP 2[D])</p>	<p>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>SECTION 3: PROFESSIONAL PRACTICE</p> <p>SECTION 4: EVALUATION IN THE PROGRAM</p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: FOUNDATION</b> C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: SUPERVISOR QUALIFICATIONS</b> R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM: ASSESSMENT OF STUDENTS</b> F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data. G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.</p>
<p>PROGRAM STANDARD 4: CLINICAL PRACTICE</p>	<p>Candidates are provided opportunities to engage in field experiences that are designed to facilitate the application of theoretical concepts in school settings. (CACREP 3[A-E])</p> <p>The field experience introduces each candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential as articulated in the SCPEs. The program provides preparation for field experience supervisors on program requirements, models of supervision and the SCPEs (CACREP 3[Q]) and the program collaborates with partners and school-site supervisors to share responsibility, design, and quality of field experiences. (CACREP 3.H.[3] &amp; 3.L.[1])</p> <p>The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality comprehensive field experience training opportunities. (CACREP Section 3)</p> <p>In addition to the university-based training opportunities, candidates receive supervision from school-based practitioners. The program ensures that the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of candidates. (CACREP 3[Q])</p> <p>The program is responsible for the evaluation of clinical progress; and assessment and verification of candidate competence. (CACREP 3[C] &amp; 4[F]) Field experience includes the completion of both practica and fieldwork. (CACREP 3[F-M])</p>	<p>SECTION 3: PROFESSIONAL PRACTICE</p>	<p><b>SECTION 3: PROFESSIONAL PRACTICE</b> Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: ENTRY-LEVEL PROFESSIONAL PRACTICE</b> A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: PRACTICUM</b> F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is</p>

		SECTION 4: EVALUATION IN THE PROGRAM	<p>working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.</p> <p>I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: INTERNSHIP</b></p> <p>J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.</p> <p>L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p>M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: SUPERVISOR QUALIFICATIONS</b></p> <p>Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM: ASSESSMENT OF STUDENTS</b></p> <p>F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.</p>
PROGRAM STANDARD 5: DETERMINATION OF CANDIDATE COMPETENCE	<p>The school counseling program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SPCEs), (CACREP 4[F]) and collects assessment data to determine that candidates attain adequate competence (CACREP 4.B.[1] &amp; 4[F]) and integrates competencies across all areas of training (CACREP 3[C] &amp; 4[F])</p> <p>Prior to recommending candidates for the School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation and completed all requirements for the credential. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.</p> <p>Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education. <a href="#">California Education Code, Section 44266</a></p>	<p>SECTION 3: ENTRY-LEVEL PROFESSIONAL PRACTICE</p> <p>SECTION 4: EVALUATION IN THE PROGRAM</p>	<p><b>SECTION 3: ENTRY-LEVEL PROFESSIONAL PRACTICE: ENTRY-LEVEL PROFESSIONAL PRACTICE</b></p> <p>C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM</b></p> <p>Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM: EVALUATION OF THE PROGRAM</b></p> <p>A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.</p> <p>B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.</p> <p>C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.</p>



			<p>D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.</p> <p>E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.</p> <p><b>SECTION 4: EVALUATION IN THE PROGRAM: ASSESSMENT OF STUDENTS</b></p> <p>F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of 19 key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.</p> <p>G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.</p> <p>H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.</p>
CTC PERFORM. EXPECT.	Key CTC Performance Expectations Elements	Applicable CACREP Standards	CACREP Standards Language that Documents Comparability with CTC Performance Expectation
SCPE 1: FOUNDATIONS OF SCHOOL COUNSELING PROFESSIONAL STANDARDS	<p>1. Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems. (CACREP 5G.1.L)</p> <p>2. Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs. (CACREP 5G.1.L)</p> <p>3. Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC). (CACREP 5G.1.a)</p> <p>4. Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards. (CACREP 5G.1.L)</p>	<p>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: SCHOOL COUNSELING</p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (5) COUNSELING AND HELPING RELATIONSHIPS</b></p> <p>a. theories and models of counseling</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (1) FOUNDATIONS</b></p> <p>a. history and development of school counseling</p> <p>b. models of school counseling programs</p> <p>c. models of P-12 comprehensive career development</p> <p>d. models of school-based collaboration and consultation</p> <p>e. assessments specific to P-12 education</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (2) CONTEXTUAL DIMENSIONS</b></p> <p>l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling</p>

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<p><b>SCPE 3: STUDENT ACADEMIC DEVELOPMENT</b></p> <p>1. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal setting, etc. (CACREP 2.3.d)</p> <p>2. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE). (CACREP 2.3.d, 2.3.g, 2.3.i)</p> <p>3. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service. (CACREP 2.4.b)</p> <p>4. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport. (CACREP 2.5.j, 5G.3.d, 5G.3.g, 5G.3.j, 5.3.k)</p> <p>5. Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school). (CACREP 5.3.l)</p> <p>6. Knowledge and understanding of state and local academic standards, grading policies and state testing. (CACREP 5G.3.n, 5G.3.o)</p> <p>7. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process (CACREP 5G.3.k)</p> <p>8. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs. (CACREP 5G.2.m)</p> <p>9. Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs. (CACREP 2.3.h, 5G.3.d)</p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</b></p> <p><b>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: SCHOOL COUNSELING</b></p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (4) CAREER DEVELOPMENT</b></p> <p>b. approaches for conceptualizing the into relationships among and between work, mental well-being, relationships, and other life roles and factors</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (5) COUNSELING AND HELPING RELATIONSHIPS</b></p> <p>j. evidence-based counseling strategies and techniques for prevention and intervention</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (2) CONTEXTUAL DIMENSIONS</b></p> <p>m. legislation and government policy relevant to school counseling</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (3) PRACTICE</b></p> <p>d. interventions to promote academic development</p> <p>e. use of developmentally appropriate career counseling interventions and assessments</p> <p>f. techniques of personal/social counseling in school settings</p> <p>g. strategies to facilitate school and postsecondary transitions</p> <p>h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p> <p>i. approaches to increase promotion and graduation rates</p> <p>j. interventions to promote college and career readiness</p> <p>k. strategies to promote equity in student achievement and college access</p> <p>l. techniques to foster collaboration and teamwork within schools</p> <p>m. strategies for implementing and coordinating peer intervention programs</p> <p>n. use of accountability data to inform decision making</p> <p>o. use of data to advocate for programs and students</p>
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<p><b>SCPE 4: STUDENT COLLEGE AND CAREER DEVELOPMENT</b></p> <ol style="list-style-type: none"> <li>1. Articulate the role of the school counselors in PreK-12 college/career tiered systems of support. (CACREP 5G.2.c)</li> <li>2. Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges. (CACREP 5G.2.c)</li> <li>3. Knowledge of state and local graduation requirements, and provisions for marginalized populations. (CACREP 5G.2.m)</li> <li>4. Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP). (CACREP 5G.2.m, 5G.3.g)</li> <li>5. Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments. (CACREP 5G.1.e, 5G.3.e, 5G.3.j, 5G.3.k)</li> <li>6. Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost. (CACREP 5G.3.g, 5G.3.j, 5G.3.k)</li> <li>7. Ability to promote developmentally appropriate college affordability planning and establishing a school wide career and college culture throughout PreK-12 schools. (CACREP 5G.3.g, 5G.3.j, 5G.3.k)</li> <li>8. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools. (CACREP 2.4.i &amp; 5G.3.e)</li> <li>9. Knowledge and understanding of local and national career and job market trends. (CACREP 2.4.c)</li> <li>10. Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps. (CACREP 2.4.g, 2.7.i, 5G.3.e, 5G.3.g)</li> <li>11. Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL). (CACREP 5G.2.c)</li> <li>12. Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils. (CACREP 5G.3.g, 5G.3.j, 5G.3.o)</li> </ol>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</b></p>           <p><b>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: SCHOOL COUNSELING</b></p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (4) CAREER DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems</li> <li>g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</li> <li>i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making</li> </ul> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (7) ASSESSMENT AND TESTING</b></p> <ul style="list-style-type: none"> <li>i. use of assessments relevant to academic/educational, career, personal, and social development</li> </ul> <p><b>SECTION 5G: SCHOOL COUNSELING: (1) FOUNDATIONS</b></p> <ul style="list-style-type: none"> <li>e. assessments specific to P-12 education</li> </ul> <p><b>SECTION 5G: SCHOOL COUNSELING: (2) CONTEXTUAL DIMENSIONS</b></p> <ul style="list-style-type: none"> <li>c. school counselor roles in relation to college and career readiness</li> <li>m. legislation and government policy relevant to school counseling</li> </ul> <p><b>SECTION 5G: SCHOOL COUNSELING: (3) PRACTICE</b></p> <ul style="list-style-type: none"> <li>d. interventions to promote academic development</li> <li>e. use of developmentally appropriate career counseling interventions and assessments</li> <li>g. strategies to facilitate school and post-secondary transitions</li> <li>i. approaches is to increase promotion and graduation rates</li> <li>j. interventions to promote college and career readiness</li> <li>k. strategies to promote equity in student achievement and college access</li> <li>o. use of data to advocate for programs and students</li> </ul>
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California Commission on Teacher Credentialing (CTC) Pupil Personnel Services School Counseling (PPS) and The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Crosswalk

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|  | <p>13. Demonstrate ability to develop four and six-year academic and post-secondary planning. (CACREP 5G.3.d, 5G.3.i, 5G.3.j)</p> <p>14. Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university. (CACREP 5G.3.g)</p> |  |  |
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<p><b>SCPE 5: SOCIAL/EMOTIONAL DEVELOPMENT</b></p>	<ol style="list-style-type: none"> <li>1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement. (CACREP 2.5.a, 5G.2.g, 5G.3.f)</li> <li>2. Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students. (CACREP 2.6.a, 2.6.b, 2.6.c, 2.6.f, 2.6.g.)</li> <li>3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner. (CACREP 5G.1.b)</li> <li>4. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns. (CACREP 2.2.c, 2.2.d, 2.2.g)</li> <li>5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response. (CACREP 2.5.l, 2.5.m, 5G.2.e, 5G.2.g)</li> <li>6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs. (2.5.k, 2.5.m, 5G.2.g, 5G.2.k)</li> <li>7. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response. (CACREP 2.5.k, 2.5.m, 2.7.c, 2.7.d, 5G.2.e., 5G.2.g, 5G.2.k)</li> <li>8. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan. (CACREP 5G.2.e)</li> <li>9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement. (CACREP 2.5.m, 2.7.e, 5G.2.e)</li> <li>10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment. (CACREP 2.5.j, 5G.3.c)</li> <li>11. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff. (CACREP 5G.2.d, 5G.3.l)</li> <li>12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment</li> </ol>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</b></p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (1) PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b></p> <ol style="list-style-type: none"> <li>c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</li> <li>e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</li> <li>f. professional counseling organizations, including membership benefits, activities, services to members, and current issues</li> </ol> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (2) SOCIAL AND CULTURAL DIVERSITY</b></p> <ol style="list-style-type: none"> <li>a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</li> <li>b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</li> <li>c. multicultural counseling competencies</li> <li>d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</li> <li>e. the effects of power and privilege for counselors and clients</li> <li>f. help-seeking behaviors of diverse clients</li> <li>g. the impact of spiritual beliefs on clients' and counselors' worldviews</li> <li>h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</li> </ol> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (5) COUNSELING AND HELPING RELATIONSHIPS</b></p> <ol style="list-style-type: none"> <li>b. a systems approach to conceptualizing clients</li> <li>f. counselor characteristics and behaviors that influence the counseling process</li> <li>g. essential interviewing, counseling, and case conceptualization skills</li> <li>h. developmentally relevant counseling treatment or intervention plans</li> <li>i. development of measurable outcomes for clients</li> <li>j. evidence-based counseling strategies and techniques for prevention and intervention</li> <li>k. strategies to promote client understanding of and access to a variety of community-based resources</li> <li>l. suicide prevention models and strategies</li> <li>m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</li> <li>n. processes for aiding students in developing a personal model of counseling</li> </ol> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (6) GROUP COUNSELING AND GROUP WORK</b></p> <ol style="list-style-type: none"> <li>a. theoretical foundations of group counseling and group work</li> <li>b. dynamics associated with group process and development</li> <li>c. therapeutic factors and how they contribute to group effectiveness</li> <li>d. characteristics and functions of effective group leaders</li> <li>e. approaches to group formation, including recruiting, screening, and selecting members</li> <li>f. types of groups and other considerations that affect conducting groups in varied settings</li> <li>g. ethical and culturally relevant strategies for designing and facilitating groups</li> <li>h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term</li> </ol> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (7) ASSESSMENT AND TESTING</b></p> <ol style="list-style-type: none"> <li>b. methods of effectively preparing for and conducting initial assessment meetings</li> <li>c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</li> <li>d. procedures for identifying trauma and abuse and for reporting abuse</li> </ol>
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	<p>and extracurricular engagement, such as school clubs, sports, and other extracurricular activities. (CACREP 3[D] &amp; 3[E])</p> <p>13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system. (CACREP 2.1.f, 5G.3.l)</p> <p>14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site. (CACREP 2.5.k, 2.5.m, 2.7.b, 5G.2.k)</p> <p>15. Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies. (CACREP 5G.1.d, 5G.2.a, 5G.2.d)</p>	<p>SECTION 3: PROFESSIONAL PRACTICE</p> <p>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS</p>	<p>e. use of assessments for diagnostic and intervention planning purposes f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in the use of assessments i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: ENTRY-LEVEL PROFESSIONAL PRACTICE</b> D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (1) FOUNDATIONS</b> b. models of school counseling programs d. models of school-based collaboration and consultation</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (2) CONTEXTUAL DIMENSIONS</b> a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and traumas d. school counselor roles in school leadership and multidisciplinary g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders k. community resources and referral sources</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (3) PRACTICE</b> c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies f. techniques of personal/social counseling in school settings</p>
SCPE 6: EDUCATIONAL FOUNDATIONS: GROWTH AND DEVELOPMENT, LEARNING THEORY, ACADEMIC ACHIEVEMENT	<p>1. Understanding of theories of individual and family development across the lifespan. (CACREP 2.3.a)</p> <p>2. Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum. (CACREP 2.3.b, 5G.3.c)</p> <p>3. Knowledge of systemic and environmental factors affecting human development, function, and behavior. (CACREP 2.3.f)</p> <p>4. Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments. (CACREP 5G.3.c)</p> <p>5. Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans. (CACREP 5G.3.c)</p>	SECTION 2: PROFESSIONAL COUNSELING IDENTITY	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (1) PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b> e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (2) SOCIAL AND CULTURAL DIVERSITY</b> b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy e. the effects of power and privilege for counselors and clients h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (3) HUMAN GROWTH AND DEVELOPMENT</b> a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior</p>

	<p>6. Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management. (CACREP 2.2.b, 2.5.f, 5G.3.c)</p> <p>7. Review and analyze appropriate state and national evidence-based curriculum for Pre-K12 social/emotional learning. (CACREP 2.8.b, 5G.1.b)</p> <p>8. Identify and apply student engagement strategies and pedagogical best practices. (5G.3.k)</p> <p>9. Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies. (CACREP 2.3.b, 2.3.h)</p> <p>10. Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement. (CACREP 2.1.e, 2.2.e, 2.2.h, 5G.3.k)</p>	<p>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: SCHOOL COUNSELING</p>	<p>f. systemic and environmental factors that affect human development, functioning, and behavior</p> <p>g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p> <p>h. a general framework for understanding differing abilities and strategies for differentiated interventions</p> <p>i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: (8) RESEARCH AND PROGRAM EVALUATION</b></p> <p>b. identification of evidence-based counseling practices</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (1) FOUNDATIONS</b></p> <p>b. models of school counseling programs</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (3) PRACTICE</b></p> <p>a. development of school counseling program mission statements and objectives</p> <p>b. design and evaluation of school counseling programs</p> <p>c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>d. interventions to promote academic development</p> <p>e. use of developmentally appropriate career counseling interventions and assessments</p> <p>f. techniques of personal/social counseling in school settings</p> <p>g. strategies to facilitate school and postsecondary transitions</p> <p>h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p> <p>i. approaches to increase promotion and graduation rates</p> <p>j. interventions to promote college and career readiness</p> <p>k. strategies to promote equity in student achievement and college access</p> <p>l. techniques to foster collaboration and teamwork within schools</p> <p>m. strategies for implementing and coordinating peer intervention programs</p> <p>n. use of accountability data to inform decision making</p> <p>o. use of data to advocate for programs and students</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (5) COUNSELING AND HELPING RELATIONSHIPS</b></p> <p>f. counselor characteristics and behaviors that influence the counseling process</p>
<p>SCPE 7: LEADERSHIP AND ADVOCACY IN SOCIAL JUSTICE, EQUITY, AND ACCESS</p>	<p>1. Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes. (CACREP 5G.2.a)</p> <p>2. Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.(CACREP 2.1.e)</p> <p>3. Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum. (CACREP 2.2.a, 2.2.b)</p> <p>4. Ability to understand and apply cultural competencies and social justice competencies with marginalized populations. (CACREP 2.2.c)</p> <p>5. Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders. (CACREP 2.2.e)</p> <p>6. Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social</p>	<p>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: SCHOOL COUNSELING</p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (1) PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b></p> <p>e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (2) SOCIAL AND CULTURAL DIVERSITY</b></p> <p>a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p> <p>b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>c. multicultural counseling competencies</p> <p>e. the effects of power and privilege for counselors and clients</p> <p>h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (3) HUMAN GROWTH AND DEVELOPMENT</b></p> <p>h. a general framework for understanding differing abilities and strategies for differentiated interventions</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (1) FOUNDATIONS</b></p> <p>d. models of school-based collaboration and consultation</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (2) CONTEXTUAL DIMENSIONS</b></p> <p>a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p>



	<p>&amp; economically disadvantaged, LGBTQ+, and gender identity. (CACREP 2.2.h, 5G.2.m)</p> <p>7. Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies. (CACREP 5G.1.d, 5G.2.a, 5G.2.d, 5G.2.j, 5G.3.l)</p> <p>8. Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success (CACREP 2.3.h &amp; 5G.3.k)</p> <p>9. Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students. (CACREP 2.2.h &amp; 5G.3.k)</p> <p>10. Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education. (CACREP 5G.2.a, 5G.3.d, 5G.3.k)</p> <p>11. Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. (CACREP 2.2.h)</p>		<p>d. school counselor roles in school leadership and multidisciplinary teams</p> <p>j. qualities and styles of effective leadership in schools</p> <p>m. legislation and government policy relevant to school counseling</p> <p>n. advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (3) PRACTICE</b></p> <p>d. interventions to promote academic development</p> <p>k. strategies to promote equity in student achievement and college access</p> <p>l. techniques to foster collaboration and teamwork within schools</p>
<p>SCPE 8: PROGRAM DEVELOPMENT</p>	<p>1. Understands the organization and structure of schools as part of district, county, and state educational systems. (CACREP 5G.2.k)</p> <p>2. Plan, develop, implement, and evaluate a Comprehensive school counseling program and the program's role connected with the overall school plan. (CACREP 2.8.e, 5G.3.b)</p> <p>3. Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems. (CACREP 2.8.e., 2.8.i, 5G.3.n, 5G.3.o)</p> <p>4. Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment. (CACREP 2.8.c)</p> <p>5. Understand the interrelationships among prevention and intervention strategies within school organization and the community. (CACREP 2.5.j, 5G.2.b)</p> <p>6. Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships. (CACREP 2.8.c, 5G.1.d, 5G.2.d, 5G.2.k)</p> <p>7. Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs. (CACREP 5G.3.b, 5G.3.n)</p>	<p>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: SCHOOL COUNSELING</p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (8) RESEARCH AND PROGRAM EVALUATION</b></p> <p>c. needs assessments</p> <p>e. evaluation of counseling interventions and programs</p> <p>i. analysis and use of data in counseling</p> <p><b>SECTION 5G: SCHOOL COUNSELING: SECTION 5G: (1) FOUNDATIONS</b></p> <p>e. assessments specific to P-12 education</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (2) CONTEXTUAL DIMENSIONS</b></p> <p>b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p> <p>d. school counselor roles in school leadership and multidisciplinary teams</p> <p>k. community resources and referral sources</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (3) PRACTICE</b></p> <p>b. design and evaluation of school counseling programs</p> <p>d. interventions to promote academic development</p> <p>n. use of accountability data to inform decision making</p> <p>o. use of data to advocate for programs and students</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (5) COUNSELING AND HELPING RELATIONSHIPS</b></p> <p>j. evidence-based counseling strategies and techniques for prevention and intervention</p>

<p>SCPE 9: RESEARCH, PROGRAM EVALUATION, AND TECHNOLOGY</p>	<p>1. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions). (CACREP 2.8.e, 2.8.i, 5G.3.C)</p> <p>2. Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs. (CACREP 2.8.a, 2.8.e., 2.8.f, 2.8.g, 2.8.h)</p> <p>3. Ability to differentiate between and ability to interpret valid and reliable results. (CACREP 2.8.i)</p> <p>4. Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes. (CACREP 2.7.g, 2.8.a, 2.8.f, 2.8.e)</p> <p>5. Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications. (CACREP 2.8.e, 2.8.i)</p> <p>6. Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing, and analyzing data, and resources. (CACREP 2.1.j, 2.8.d, 5G.3.d)</p> <p>7. Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming. (CACREP 5G.3.n &amp; 5G.3.o)</p> <p>8. Possess knowledge, understanding, and experience with at least one student information system. (CACREP Section 3.D)</p>	<p>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>SECTION 3: PROFESSIONAL PRACTICE</p> <p>SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: SCHOOL COUNSELING</p>	<p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (1) PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b> j. technology's impact on the counseling profession</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (4) CAREER DEVELOPMENT</b> c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (5) COUNSELING AND HELPING RELATIONSHIPS</b> d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. the impact of technology on the counseling process</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (7) ASSESSMENT AND TESTING</b> g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</p> <p><b>SECTION 2: PROFESSIONAL COUNSELING IDENTITY: (8) RESEARCH AND PROGRAM EVALUATION</b> a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice b. identification of evidence-based counseling practices c. needs assessments d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation h. statistical methods used in conducting research and program evaluation i. analysis and use of data in counseling j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</p> <p><b>SECTION 3: PROFESSIONAL PRACTICE: ENTRY-LEVEL PROFESSIONAL PRACTICE</b> D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship</p> <p><b>SECTION 5G: SCHOOL COUNSELING: (3) PRACTICE</b> d. interventions to promote academic development n. use of accountability data to inform decision making o. use of data to advocate for programs and students</p>
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